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ABSTRACT

The paper reviews the use of the microcomputer in special education program monitoring and contrasts its use with batch mainframe time-sharing computer systems. The mainframe system used by Custer State Hospital, the site of a residential training program for severely and profoundly handicapped persons, is described. The hospital's batch system is considered in terms of development, implementation, and staff training. Seven guidelines for the development of curriculum implementation plans are appended, and sample implementation plans with long and short range objectives specified, are provided. Additional information focuses on recordkeeping procedures and interpretive guidelines for computerized monthly progress reports. (CL)

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"GOAL SELECTION AND PROGRAM MONITORING USING BATCH AND MICROCOMPUTER PROCEDURES"

A Summary of the Presentation by David A. Brown at the 9th Annual TASH Conference at the Denver Hilton November 6, 1982.

The current trend in interactive microcomputer-aided special education has been to 1) assess student strengths and weaknesses, 2) select student goals and objectives, 3) write student implementation plans (IP's), and 4) monitor student performance. Such applications meet with variable success. These current usages have been generally limited to small training centers and research settings.

Computers are used most efficiently when they are used to do contingent repeated calculations; they are used least efficiently when they are used to merely list items which could be listed equally well manually. Computers, as with all new equipment, used both wisely and inefficiently at times. The first three, of the four microcomputer uses listed above, are examples of when you may not want to purchase a computer system, if those are the only uses you plan to give your system. Those same three functions can be done equally well using a manual file of forms or cards, a good indexing system, and a photocopy machine. Such manual systems require less training time for users (who are often unfamiliar with computer interaction), involve lower initial equipment expense, and require no added personnel. Both the manual and computer file systems require repair at times, but the manual files are always accessable even when the copy machine is "down." Proponents of such use of the microcomputer point to improved staff motivation and improved efficiency. It should be noted however, that the same result is possible if we do the same thing with our manual methods, i.e., 1) organize our thoughts, 2) break these thoughts into small enough standardized units for use, and 3) index the written results for ease of access.

One current use of the computer in special education which has good potential for improved efficiency is program monitoring. It is a common

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practice in precision teaching efforts, that trainers will graph student performance means across training sessions so that they can observe trends in student performance and possible interaction with other training plans and behavioral procedures. When multiple trials/samples per session "real" training is encountered, however, the trainers must do multiple manual calculations to graph performance levels. The trainers must also compare these performances against IEP specified criteria to determine when the objective is met so that they may progress the student to the next objective under that goal. In this application, computers have the advantages of 1) fast consistant calculation ability, 2) ability to make pre-programmed "decisions" based on data characteristics, and 3) ability to generate different reports from the same data for different users.

Details of interactive systems to do the above chores will not be presented here as such presentations have already been made at this conference. A brief review of some of the pro's and con's of the microcomputer, as it relates to the time-sharing batch computer is appropriate, however.

Compared against batch mainframe time-sharing computer systems, one of which will be presented shortly, microcomputer systems have the following disadvantages:

1) no on-going fee-for-use (just electricity & repairs),
2) immediate user knowledge that they have done something incorrect,
3) fast turn-around time (no need to pick up printouts off grounds, a problem with batch computer if you don't have a high speed printer on grounds), and
4) good with-in subject design reports.

Disadvatages with interactive microcomputer systems, however, include:

1) initial high cost for both hardware and software,
2) lack of availability of extensive cross-subject summary reports for consulting specialists, reviewers, department supervisors, and administrators,
3) difficulty in pooling data for group design studies, and
4) the need to purchase several microcomputers, or networking CRT's with keyboards, for a facility of any size.

Custer State Hospital had many problems common to rural meidium sized (144 bed) residential severe-profound training programs. We found it difficult to get requests for complete expensive computer systems approved our governing board and legislature. We could not compete with research facilities for a large "demonstration" grant. CSH also had the disadvantage of there being a long distance charge to communicate with the nearest time-sharing computer facility. Our monthly data input would take two hours to transmit by phone at the "fast" 1200 baud modem rate. As we have not WATTS line and as state telecommunications towers were not available for our use, we realized that it would be more economical for us transport our raw data forms to the computation center when staff would be going to the city anyway. The data is then punched on to cards for us by the well trained keypunch operators and twice verified for accuracy before being "run." This method of data input has the advantage of high accuracy, but has the disadvantage of a $100 service charge to keypunch our 3050 "case" cards each month. Although CSH uses cards, the CSH batch system can be used equally well by centers who plan to submit their raw data over phone lines with a modem, or who utilize a hardwired terminal system.

The steps in the design of any computer system include: 1) designating the problems to be solved and the types and format of output desired, 2) finding hardware type, costs and availability, and 3) selecting which software package or high level programming language will be needed. We could not find any existing software packages or programs to fit our needs. We needed data base management, flexible report generation, and tolerance for missing data, while we preferred a programming language which would later allow us to add correlation, multiple regression and group design studies. We therefore selected the Statistical Package for the Social Sciences (SPSS) for our high level programming language. COBOL would have been better for the interfile manipulation needed for between-months comparisons, but ease in handling missing or illogical data gave SPSS the priority in our opinion. SPSS is planning a new release in the near future which will reportedly include plotter control for graph production, to be called SPSSX.

At this time, the attached sample printouts, training materials, and data coding/input forms were reviewed with the audience. It was noted that staff training time was kept to a minimum by only training new staff to those guidelines which were relevant to their jobs. The full set of guidelines are kept available in all training areas for reference by staff and reviewers, as needed. The guidelines are indexed by the overview sheet so that users need only refer to relevant guidelines.

The CSH system automatically leads to the development of a cataloged curiculum item every time an author writes a novel implementation plan (IP). This eventually saves considerable staff time when preparing often-used IP's. This develops a good curriculum directly related to the needs of the specific clients served, without requiring any additional staff, or resorting to cancellation of teacher/therapist training involvements to do so.

It was suggested that programmers restrict data input to the basic eleven character numeric set (the numbers 0 - 9 plus the decimal point). Avoiding the special characters, signs and alphabetical input greatly decreases computer processing time and improves accuracy of data input. Use of an "on-file" variable lables list for all input and computed numbers allows for the printing of an equally readable printout. Another advantage to using only the eleven character set is the possibility of using a computer with a smaller central processing unit (CPU) and core memory. This is because the computer uses twice as much space to store & process alphanumeric characters than it does pure numeric chaacters.

Looking toward the future, we would anticipate training facilities using networked minicomputers, rather than having to choose between the advantages of the microcomputer and the mainframe computer. Hybridization of the two current approaches will most likely best srve the needs and budgets of either larger single facilities or networked smaller facilities, for improving student progress and program control.

Related support materials were distributed at the end of the presentation to interested members of the audience. These materials will also be submitted to ERIC for distribution.

OVERVIEW/TABLE OF CONTENTS
REVISED 02-13-84

OVERVIEW OF THE CSH IEP/IPP/IP GUIDELINES

The seven guidelines listed below supply basic information on how to: a) prepare and use standardized implementation plans ("IP's", covered in the first two guidelines), b) prepare and use the student performance summary forms (in the middle three guidelines), and c) read and utilize the summary information printed by the computer for required reviews (the last two guidelines). Those new employees who are assigned these duties will need to thoroughly study these guidelines. The experienced employee will find the brief summary of the guidelines given below useful as an index for future reference.

Guideline # 1: **Preparing Curriculum Implementation Plans ("IP's")**

Overviews how much training should be attempted under one IP; avoidance of multiple (complex) criteria where possible, while still knowing when a student skill has been fully learned; how to fill out each section of the blank IP form; copies of the two IP forms which are available (ED and PT versions) and two sample completed forms are attached.

Guideline # 2: **Individualizing Curriculum IP's For a Given Student**

How to complete the heading information; changes to consider for a given student, and includes a sample completed form.

Guideline # 3: **General Penmanship Instructions For Coding Computer Sheets**

Think simple, not fancy, when filling in the forms!

Guideline # 4: **Preparing Master Tally Sheets**

What goes where. A copy of the blank form, a SAMPLE completed form, and list of QMRP #'s & Trainer #'s are attached.

Guideline # 5: **Reporting Student/Staff Performance For a Given Month**

Gives column-by-column details of what to put where and how.

Guideline # 6: **Computerized Monthly Progress Reports: Column-by-Column Interpretation**

Developed for use with the QMRP/Monitor printouts, but useful in understanding all system printouts.

Guideline # 7: **Monthly Duties For QMRP's And Their Assistants**

Lists the QMRP/IEP Monitor duties which will meet the requirements of Title XIX and Special Education regulations.

By David A. Brown

GUIDELINE # 1
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GUIDELINES FOR PREPARING CURRICULUM IMPLEMENTATION PLANS ("IP's")

NOTE: THIS IS A TEMPORARY SHORT VERSION OF THIS GUIDLINE. It is issued to partially fill the void in the existing guidelines while awaiting the full guideline on IP writing, which will hopefully be issued soon by education. -Dave

"Codings: Area, Sub, & Type": Find these three items from the following list:

Area	Description	Sub	Type
P	**PERCEPTUAL STIMULATION**		
	Hearing Perception	h	01
	Olfactory Perception	o	02
	Movement Perception	p	03
	Tactile Perception	t	04
	Visual Perception	v	05
C	**COGNITIVE DEVELOPMENT**		
	Object Permanence	op	11
	Means-Ends	me	12
	Causality	c	13
	Spatial Relationship	sr	14
	Motor Imitation	mi	15
	Preoperational	p	16
	Academic	a	17
CM	**COMMUNICATION**		
	Particip.Resonance	rp	20
	Signalling Resonance	rs	21
	Co-active	ca	22
	Non-representational	nr	23
	Sequence Box	sb	24
	Picture Calendar	pc	25
	Non-Speech	ns	26
	Receptive Language	r	27
	Expressive Language	e	28
	Speech Development	sd	29
SB	**SOCIAL-BEHAVIORAL**		
	Behavioral Skills	b	31
	Adult Interactions	a	32
	Peer Interactions	p	33
	Environmental	e	34

M	MOTOR CONTROL		
	Oral Development	od	41
	Fine Motor	f	42
	Basic Schemes	bs	43
	Head up, Roll, Crawl	gi	44
	Sit, Creep, Knee-walk	gp	45
	Ambulation Skills	ga	46
	Walker, Crutch Skills	gaa	47
	Wheelchair Skills	gwc	48
	BlindCane,Trail,Guide	gvi	49
SH	SELF-HELP/PREVOCATIONAL		
	Undress/Dress Self	ud	51
	Eating Skills	e	52
	Toileting Skills	t	53
	Grooming & Hygiene	g	54
	Work Skills	w	55
SG	STAFF GOALS		
	Behavior Tracking	b	60
	Central State Stim.	cs	61
	Dietary Needs	d	62
	Human Services	hs	63
	Medical Needs	md	64
	WP,ROM,Massage,etc.	m	
	Non-speech Devices	ns	66
	Shoes, Braces & Pros.	o	67
	Positioning Devices	p	68
	Socialize-Recreation	s	69
	Assessment Needed	a	70

"Component, Mutiple" When you must write a complex short range objective (try to avoid this if possible) to ensure that the student is learning all of the required qualities of a trained movement or behavior, it is necessary to instruct the trainers to check for student performance on each of these qualities; i.e., you must have a seperate criteria checked for each component of the student's performance. Each component of the student's performance is labled with a different component number (the numerals 1 through 9 placed in the "Component" space on the back of the form). If you don't have more than one criteria line, **do not fill in the "Component" space.** If you don't have components to this IP, or if the components will be measured seperately by the trainers, **do not fill in the "Multiple" space** on the lower back side of the IP form. If you are having the trainers track data on two or more compnents at together (i.e., they will repeat the data on more than one line on the monthly tally sheets), count the number of lines on which the same data will be repeated, and enter that numeral on those lines after the "Multiple". This will prevent an unintentional multiplication of data when compiled by the computer due to our repeated entry of the same data.

GUIDELINE # 1
REVISED 02-13-84

"Criteria" (((this section needs to be written yet)))

"Option" Select the appropriate calculation option form the table below:

"The student will ... an average of:	OPTION#	Computer Will Use:
... % correct trails over one month." ... % correct sessions over one month." ... feet per trial over one month." ... feet per session over one month."	0	"# Correct, Incorrect, or Ft. Moved" column divided by the "Trials" column; if "Trials" is 0, divides by "Sessions"
... correct per minute over one month." ... feet per minute over one month." ... feet in ... minutes over one month."	1	"# Correct, Incorrect, or Ft. Moved" column divided by "Minutes".
no more than ... % incorrect per month." no more than ... per month."	2	"# Correct, Incorrect, or Ft. Moved" column divided by the "Trials" column; if "Trials" is 0, divides by "Sessions"
no more than ... per minute." no more than ... in ... minutes."	3	"# Correct, Incorrect, or Ft. Moved" column divided by "Minutes".
maintain ability to ...."	4	No criteria check done.
when given ((help)) on ... % of trials." will require only the assistance of...." will accept training on ...% of trials." ((Amount of assistance/guidance needed))	5	(Sum of MPasv. & 2*MAstv & 3*Prmpt1 & 4*Prmpt2 & 5*"Cue" & 6*Indpt.) divided by (total of "Assistance/Guidance" numbers listed.
... minutes per trial over one month." ... minutes per session over one month."	6	"Training Minutes" is divided by "Trials"; if "Trials" is 0, divides by "# Sessions".
no more than ... minutes per trial." no more than ... minutes per session."	7	"Training Minutes" is divided by "Trials"; if "Trials" is 0, divides by "# Sessions".
[Staff will ...." (ordinal criteria)	8	"Correct" is directly compared against the ordinal criteria.]

By: David A. Brown

EDform:02-13-84

IMPLEMENTATION PLAN (IP)

STUDENT_____

STUDENT GOAL # _____ (15-16) Short Range Objective # ____ (17)

Codings: Area _____ Sub _____ Type _____ (20-21) Task # _____ (22-24)

Goal Type: ___ Developmental ___ Maintenance

Date of: Staffing_____ Approval_____ Implementation_____

AUTHOR_____TITLE_____

IMPLEMENTATION STAFF_____

_____

GOAL:

SHORT RANGE OBJECTIVE:

PROCEDURE:

Training Steps

Reinforcement Plan:

Generalization/Skill Maintenance Plan:

DATA COLLECTION/MEASUREMENT:

Component/_____(18), Multiple/_____(19), Criteria/_____(25-28), Option/_____(29)

_____, _____, _____, _____

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PTform:02-13-84

IMPLEMENTATION PLAN (IP)

STUDENT_____

STUDENT GOAL # _____ (15-16) Short Range Objective # ____ (17)

Codings: Area _____ Sub _____ Type _____ (20-21) Task # _____ (22-24)

Goal Type: ___ Developmental ___ Maintenance

Date of: Staffing_____ Approval_____ Implementation_____

AUTHOR_____TITLE_____

IMPLEMENTATION STAFF_____

_____

GOAL:

LONG RANGE OBJECTIVE:

SHORT RANGE OBJECTIVE:

PROCEDURE:

Training Steps

Alternative Procedures:

Reinforcement Plan:

Generalization/Skill Maintenance Plan:

DATA COLLECTION/MEASUREMENT:

Component/_____(18), Multiple/_____(19), Criteria/_____(25-28), Option/_____(29)

_____, _____, _____, _____

PTform:02-13-84

PTform:7-26-83

IMPLEMENTATION PLAN (IP)

STUDENT_____

STUDENT GOAL # _____ (15-16) Short Range Objective # ____ (17)

Codings: Area ____M__ Sub ____GI____ Type __44__ (20-21) Task # _____ (22-24)

Goal Type: _X_ Developmental ___ Maintenance

Date of: Staffing_____ Approval_____ Implementation_____

HOLD HEAD UP PRONE

AUTHOR_____TITLE_____

IMPLEMENTATION STAFF_____

_____

GOAL:

SAMPLE IP Form) Ready For Entry Into Curriculum

LONG RANGE OBJECTIVE:

SHORT RANGE OBJECTIVE: _____ will maintain own head up in an on-elbows position for an average of 15 seconds per trials over one month, when placed in the on-elbows position over a bolster by the trainer and given prompts to hold head erect.

PROCEDURE:

Training Steps

1. Place student on stomach on a floor mat or bed with the student's arms at sides of body.
2. Trainer should place self in front of student (knee-sitting if on floor mat), and grasp student's upper arms in each of the trainer's hands.
3. While supporting the student's head, trainer raises student's shoulders and places student's arms and upper chest over an appropriate sized bolster, with student's bent elbows directly under the student's shoulders. Student's hands should be palm-down and pointing straight ahead with forearms flat on mat/bed.
4. Trainer slowly releases student's head and verbally and tactilely encourages student to maintain the head erect position for up to one minute maximum. Trainer may use a stimulus (e.g. bell, rattle, mirror, light, or a squeaky toy) to encourage position maintenance, if preferred by the student.
5. After a brief rest pause, repeat training step #4 above four more times, for a total of five trials per training session. As the student's stamina increases, the number of repetitions may be increased, within the student's tolerance, to a maximum of ten repetitions (trials) per training session. NEVER let the student's

head hang down for more than three seconds without support, as that would tend to weaken and overstretch the muscles the student must use.

6. Return student to the center of the mat/bed, if the student is not already in the center.

Alternative Procedures:

1. If tolerated, a high speed vibrator may be used on the muscle at the back of the student's neck immediately prior to requesting "head up!"
2. If the trainer is unable to kneel/stand at the student's side (e.g., student is in a crib), as stated in training step #2 above, trainer may attempt training student kneeling or standing directly next to student's side, but be sure to supply stimulation to the student, level with the student's eye, when the student's head is erect and shoulders up.
3. NEVER place stimuli <u>on</u> the mat during the training session. Mat level stimuli would encourage head drooping.

Reinforcement Plan: Reinforce the student with _____ _____. Reinforce student whenever student requires less physical assistance or is keeping head up longer, on a time contingent basis. As skill becomes established, reinforce more intermittantly, proceeding to a variable interval schedule of reinforcement.

Generalization/Skill Maintenance Plan: As the student gains stability in the head-up position, occasionally play <u>gentle</u> "Let's see if you can stay up!" games with the student - randomly tap the student's head from either side or behind, and reinforce student efforts at keeping head up. As the student gets good at that "game", add the "Follow the X toy!" game - have student attempt to turn head to face objects held in front of the student's head, using the student's visual or auditory tracking abilities, if present. When this SRO has been met for three consecutive months, contact the author to consider advancing the student to the next standardized curriculum IP, "Maintain On-Elbows Position."

DATA COLLECTION/MEASUREMENT: Each session, record the total minutes the student maintained a head-up position without trainer support (=total seconds across all trials ÷ 60) under "training minutes" and total number of trials given under "Number Trials". Record sessions not done under "Cause of Absence."

Component/_____(18), Multiple/_____(19), Criteria/0.25(25-28), Option/6(29)

_____, _____, _____, _____

PTform:7-26-83

IMPLEMENTATION PLAN (IP)

WALK HOLDING ON WITH EITHER HAND

STUDENT_____

STUDENT GOAL # _____ (15-16) Short Range Objective # ____ (17)

Codings: Area ___M___ Sub ____GA____ Type ___46___ (20-21) Task # _____ (22-24)

Goal Type: ___ Developmental ___ Maintenance

Date of: Staffing_____ Approval_____ Implementation_____

AUTHOR_____TITLE_____

IMPLEMENTATION STAFF_____

_____

GOAL:

SAMPLE IP Form, Ready For Entry Into Curriculum

LONG RANGE OBJECTIVE:

SHORT RANGE OBJECTIVE: _ _____ will walk, with either hand held, an average of 60 meters (200 feet) per rest stop (or grab for additional support) over training sessions for one month, when unsupported following trainer with non-directional verbal prompting only.

PROCEDURE: Student must wear any physician-prescribed footwear/braces and have a walking belt attached snugly around the waist.

Training Steps

Alternate which hand is held at least once every 15 meters (50 feet). Have the student attempt walking at least a total of 180 meters (600 feet) at each training sessi:, with rest stops only as required. Do not supply more balance or weight bearing support than is required. Encourage the student to walk in a regular, even rhythm, with head erect, back straight, hips vertically under trunk. When the student is doing one of the following Successive Approximations consistently for five consecutive training sessions, proceed to the next harder skill approximation.

1. Student walks, with either hand held only, 60 meters (200 feet) with only ten grabs for additional support or rest stops, and directed verbal prompts from the trainer, the trainer walking backwards in front of student.
2. Student walks, with either hand held only, 180 meters (600 feet), with only ten: grabs for additional support, or rest stops, and directed verbal prompts from the trainer, the trainer walking backwards in front of the student.
3. Student walks, with either hand held only, 180 meters (600 feet), with only two: grabs for additional support or rest stops (=200 feet per trials), and non-directed verbal prompts from the trainer, the trainer walking backwards.
4. Student walks with free arm swinging near side, requiring only the non-directed verbal prompts and the trainer walking beside student.

5. Student walks on various surfaces (e.g.: sidewalks, carpets, sand, gravel, grass, etc.). Record surface walked on and student response, with the trainer walking beside student. Barefoot walking may be attempted only if student's feet maintain good alignment while walking without shoes.

Note: "Directed verbal prompts" means trainer guidance as to how, when, what, and where the student is to move.

"Non-directed verbal prompts" do not tell the student how, what, or where to move, only remind the student to be moving (when).

Alternative Procedures:

1. Use minimal prompting/physical assistance. Do not give verbal prompts more often than once each five seconds, and keep distracting, unnecessary talking to a minimum.
2. If the student toe-walks, encourage a more normal heel-toe sequence while walking.
3. Report any problems to the therapist or behavioral psychologist through your supervisor, as appropriate.

Reinforcement Plan: Reinforce the student with _____.

Reinforce student consistently whenever student resists less or assists more. Avoid reinforcing student during non-compliance. Find interesting things to see/do during the walk and any necessary rest stops. Reinforce approximations to a more normal-appearing walking gait and stance. Praise student, in front of others, for improvements in walking as they occur. As skill becomes well-established, reinforce on a variable ratio schedule (=intermittantly).

Generalization/Skill Maintenance Plan:

Where possible, train as a part of student routine (i.e., functionally). Inform the student's family and other staff of student's progress so that they may encourage use of the new skills in novel situations. Fully implementing step #5 under "Training Steps" above (after basic one-hand-held walking is mastered) will greatly facilitate skill generalization.

DATA COLLECTION/MEASUREMENT:

Each session, record total distance walked in ft., duration of training in minutes, number of trials (=1 start + # rest stops + # grabs for additional support), and level of guidance required as follows:

MP=Holds on with both hands to walk.
MA=Holds on with either hand only, but leans body.
P1=Requires directed verbal prompting and either hand held lightly.
P2=Requires non-directed verbal prompting and either hand held lightly.
C =Requires initial verbal cue to start only, and either hand held lightly.

Record cause of potential sessions not trained under "Absence".

Component/__1__ (18), Multiple/__2__ (19), Criteria/__200__ (25-28), Option/__0__ (29)

__2__, __2__, __4.00__, __5__

PTform:3-4-83

GUIDELINE # 2
REVISED 02-13-84

GUIDELINES FOR INDIVIDUALIZING CURRICULUM IP'S FOR A GIVEN STUDENT

DO WITH ALL TRAINING (NON-STAFF) GOALS, INCLUDING MAINTENANCE GOALS.

1. **IP SELECTION:** The responsible author should select appropriate IP's from the curriculum, with at least one IP under each assigned student goal. Select only those IP's which will be trained NOW (later, you will be able to add and replace IP's under the goal based on whether the student actually progresses or not). If you require an IP for a short range objective which is not already in the curriculum, follow Guideline # 1 before proceeding with the next step.

2. **ADD STUDENT IDENTIFIERS:** Fill in the student's name, the staffing date, your name and title (after author) and the assigned training staff/shifts as indicated on the front of the form. Fill in the goal number and goal statement exactly as they are stated on the student's IEP/IPP in the two places provided. Record the student's first name before the first "will" in the short range objective. IF the IP has a "long range objective" space, fill in that space with your current estimate of the student's specific long range capacity.

3. INDIVIDUALIZE THE IP:

3A) Under "**Reinforcement Plan**", fill in the planned reinforcers for this student in the space provided. Record any needed reinforcement schedule additions or changes.

3B) "**Generalization/Skill Maintenance Plan**": Record any additional opportunities for this student (either current or potential) below the general curriculum suggestions.

3C) **"Short Range Objective", "Data Collection/Measurement", and "Component, Multiple, Criteria, Option":** A change in one of these form sections will normally require a corresponding change in the other two form sections. If, for example, you think one criteria will be sufficient to determine if the student has learned the skill, but the curriculum IP lists two criteria, you probably will need to: i) delete the non-applicable "Component, Multiple, Criteria, Option" listing and change the other "Multiple" to a "1", ii) delete mandatory trainer recording of any no-longer-necessary variables from the "Data Collection/Measurement" section of the form, and iii) change the wording of the "Short Range Objective" section to match.

3D) **"Training Steps":** Add any known changes required by this student's current condition here. If you anticipate possible changes to these training steps may be necessary in the future, contingent on this student's behavioral/physical response to training, add these possible contingencies to a subsequent "Alternative Procedures" section.

3E) If **multiple changes** to the curriculum IP are necessary, this multiply-revised IP should be considered for submission to the curriculum coordinator as a model for a new curriculum IP and a new "Task # (22-24)" obtained for it (see Guideline # 1).

4. **SUBMIT THE INDIVIDUALIZED IP** to the curriculum coordinator's office for approval when the above steps have been completed. Before doing so, record today's date after "Approval" and the anticipated training start date after "Implementation" on the top heading of the form.

If you are not a person who will automatically get back a copy of this IP (QMRP or teacher for this student, or listed under "Implementation Staff"), you may wish to keep a copy of your submission for your records.

By: David A. Brown
Lorrane McPherson
Ann E. Snow

GUIDELINE # 3
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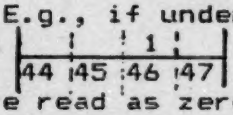
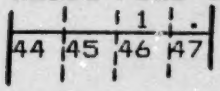
GENERAL PENMANSHIP INSTRUCTIONS FOR CODING THE COMPUTER SHEETS SENT TO THE COMPUTATION CENTER (The "Report to IEP Monitor/QMRP" or "Tally Sheets")

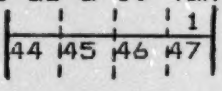
It is necessary for staff to use simple penmanship, as the keypunch operators (who will be putting the information you have printed on the forms onto the computer) are trained to punch what they see. Therefore, BE SURE THAT YOU:

1. DO NOT PUT ANY LETTERS OR SPECIAL CHARACTERS (e.g., " #$%&*()_-1/4 1/2"',/or?) in the small rectangles on the form.

2. DO use a decimal point where needed in numbers; otherwise, the computer will assume you mean a whole number.

3. "RIGHT JUSTIFY" ALL NUMBERS (i.e., leave no blanks to the right of a number within a block of columns). E.g., if under column block #44-47 (number trials) you were to put 

, the computer would read that as a 10 (any blanks are read as zeros). If you put 

or 

instead, this would read as 1.

4. MAKE ALL NUMERALS IN A SIMPLE BLOCK FASHION, WITHOUT FRILLS, TAILS, ETC., as below:

1 2 3 4 5 6 7 8 9 0 .

5. NEVER put more than one number in an individual rectangle on the form (i.e., if you have a three-column block, the largest number is 999). Also give decimal points their own individual rectangle (e.g., 3.75 could NOT be written in a three-column block).

6. Anything written OUTSIDE the individual rectangles will be ignored by the key punchers. Use THAT space for making notes to yourself or trainers on special ways you want that sheet filled out, etc. Be sure stray lines from your notes, signature, etc., do not get into the little rectangles on the form.

By David A. Brown

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GUIDELINE # 4
REVISED 02-13-84

GUIDELINES FOR PREPARING THE MASTER TALLY SHEETS

Used For Reporting Both Training and Staff Goal Progress

NOTE: The items in brackets ([ ]) below are for special purpose use only.

Our facility uses two general types of forms to record progress in student goals. The first general type is the **daily performance (i.e., "tracking") forms.** Each department head/teacher may require her/his own trainers to use **any specific** tracking form or device to measure student performance on a **training** objective. Such tracking forms or devices must measure student performance at least daily [unless a sampling procedure is authorized] and must measure all variables listed under the "Data Collection/Measurement" section of the student's IP (e.g., time, assistance, ft., etc.). Samples of three different daily tracking sheets used at our facility are appended to this document. These represent typical formats. Non-training ("staff") goals do not require daily tracking. These guidelines will **not** specify how trainers are to fill out any of these first general type of student data forms (i.e., the "tracking sheets").

The second general type of form used to record progress in student goals is the mandatory **monthly totals ("tally") form.** This form is used to summarize progress seen in both training and non-training ("staff") goals. While each department head/teacher is allowed to design/select his/her own tracking form or device, such choice is **not** allowed with the monthly totals form. All trainers must report monthly totals on the same tally form (see the blank sample of the required form, "Report to IEP Monitor/QMRP", attached). A seperate monthly tally sheet must be prepared for all IEP-IPP assigned trainer-student, or program-student, combinations. Non-training (=staff) goal progress must also be reported on the same forms. As much of the information written on these tally sheets by the assigned program staff repeats each month, it is easier for the assigned staff to make a **master copy** of this repetitive information on a monthly tally sheet, and then copy this master each month prior to adding the actual student/staff performance for a given month.

GUIDELINE # 4
REVISED 02-13-84

INFORMATION TO BE RECORDED ON THE MASTER TALLY SHEETS

(USE BLACK INK TO RECORD THE FOLLOWING ON THE MASTER SHEETS)

1. **STUDENT NAME & NUMBER, QMRP NAME & NUMBER:** These are taken either from the attached list of "QMRP/IEP MONITORS AND CLASSROOMS," or from the assessment summary packet (if a new student).

2. **RESPONSIBLE PROGRAM NAME & NUMBER:** Record the name and number of the program responsible for doing, or training, these objectives from the following list:

01	Activity Room: 2nd Floor	11	Human Services
02	Activity Room: 3rd Floor	12	Occupational Therapy
03	Medical (MD & Consultants)	13	Physical Therapy
04	Daily Living Skills Clsrm.	14	Psychology
05	DC, 2nd Floor, 7-3 Shift	15	SAIL Classroom
06	DC, 2nd Floor, 3-11 Shift	16	Speech/Language
07	DC, 3rd Floor, 7-3 Shift	17	Step I Classroom
08	DC, 3rd Floor, 3-11 Shift	18	Step II Classroom
09	DC, 11:00 to 7:00 Shift	19	Dietary
10	Deaf-Blind Classroom		

3. **TRAINER NAME AND NUMBER:** From your list of trainer numbers. New trainers will assume the numbers of their predecessors. Be sure to report the full, correctly-spelled, name of a new trainer to the system coordinator, as soon as the new trainer is hired. Otherwise, the printouts will continue to bear the old trainer's name.

4. **GOAL NUMBER, OBJECTIVE #, COMPONENT PART, MULTIPLE CODING, IP TYPE, TASK CODE, CRITERIA and OPTION:** Record, as listed on the student's IP, all possible goal-objective-component combinations (each on a separate line) for this student-trainer pair. [If the goal is a non-training ("staff") goal without an IP, record the goal #, IP type, and criteria, and put an 8 under the "Option" column. In #2 pencil record under the "Correct" column a number which indicates the current stage of project completion. Be sure to update this number on the master sheet as progress is obtained on the staff goal.]

5. **TEACHER/THERAPIST:** "Signature" The person who is actually reports on, and guarantees the authenticity of, the monthly tally sheet should **sign** on this line.

[6. **STATUS:** If the complete goal has been ACCOMPLISHED by the student/program for three previous months, put a 1 (=objective met) in this space. If the objective was deleted, put a 2 (=objective deleted) If the IEP/IPP needs to be revised, put a 3 (=revise IEP/IP) in this column. Otherwise, **leave column 30 blank** (if in doubt, don't put anything in the column). If you record a 1 or a 2 in this column, you are not required to report data on this objective beginning with the month this column is coded.]

[7. **SAMPLE:** Use this space **only if** you will be **sampling** student performance. ALWAYS record the real number of sessions done training this objective (columns 32-33) and the number of days this task was not trained (columns 34-39) in accord with guideline # 5. You may, however, measure student performance using any of the statistically valid, and appropriate, sampling procedures (e.g., time sample, random sample, sessions sample) as long as you are consistent in the type and frequency of sampling done. Record only the SAMPLE counts for: time (columns 40-43), # trials (columns 44-47), assistance/guidance (columns 48-59), and correct, incorrect, ft. moved (columns 62-66), if applicable. You must include the whole number ratio, equal to the real training time divided by the sampled training time and rounded to the nearest whole number, under "sample" (column 31). The computer will then "adjust" your sample data to "real time" data for the criteria comparisons and reports. If you are NOT sampling performance, **leave column 31 blank.**]

8. **After completing** forms for all trainer-student or program-student combinations, each month run **single-sided** photocopies of all of the master copies, **store the masters** in a safe place, and use the copies for recording actual monthly tallies and sending to the keypunch.

David A. Brown
Lorrane McPherson
Ann E. Snow

2-17-83

REPORT TO IEP MONITOR/QMRP on: _____ (Student) [1 2 3] During Month: [4 5], 19[6 7] From: _____ (Responsible Program) [8 9]

Monitor/QMRP reported to: _____ [10 11] Training done by: _____ (Trainer) [12 13 14] Teacher/Therapist: _____ (Person Reporting) Signature

Goal Number	Obj.#	Comp.	Mult.	IP Type	Task Code	Criteria	Opt.	Sta-tus	Samp.	#Ses-sions	# Days Absent			Training Minutes	Number of Trials	Assistance/Guidance Required							# Correct, Incorrect, or Ft. Moved
											Clnt.	Ward	Class			Resis.	MPasv.	MAstv.	Prmpl	Prmp2	Cue	Indpt.	
15 16	17	18	19	20 21	22 23 24	25 26 27 28	29	30	31	32 33	34 35	36 37	38 39	40 41 42 43	44 45 46 47	48 49	50 51	52 53	54 55	56 57	58 59	60 61	62 63 64 65 66

TRAINER NUMBERS FOR USE ON MONTHLY TALLY SHEETS

New trainers will take over the number of their predecessor in the same position.

This list will be updated as necessary. Please notify the system consultant of new employee names as they are hired.

010	Max Merchen	011	Donna Spencer
012	Sheryl K. Keffler		
020	Dianne Reel	021	Lori Zmudzinski
022	Virginia Tweed		
030	Warren Reinoehl, MD	031	Dentist
032	Dale Berkebile, MD	033	K.Alan Kelts, MD,PhD
034	Nathaniel Whitney, MD	035	EENT(Otorhinolaryng.)
036	Audiologist	037	Daniel Hafner, MD
038		039	Medical Specialist
040	Joyce Molitor	041	Jocelyn Keierleber
042	Margie Dietrick		
050	David A. Brown, RPT,MA	051	Peggy Caster
052	Jean Treloar	053	Dorene Fechner
054	Darcy Lockwood	055	Renee Frazier
056	Mable A. Bortz	057	Theresa Christensen
100	Sherry Eckholm, MA	101	Dee Halls
102	Peggy L. Evans	103	Joann Ryan
112	Robert Simmons	113	Lynne Eyer
120	Consultant OTR	121	OT Aides
122	Jeri Johnson	123	Lela Pepin
124	Summer OT Aide		
140	Psychologist	141	Becky J. Hudson
150	Diane Ziolkowski	151	Joyce Herron
152	Vicki R. Du Bray		
160	Lorrane McPherson,MA	161	Betty O'Brien
170	Lisa Merchen	171	Lucy Rice
172	Maxine Hewitt	173	Jackie A. Deschamps
180	Donita Kindt	181	Christine Foran
182	Denise Barta		
190	Ann E. Snow, RD, MS		

TRAINER #'S
REVISED 02-13-84

201	DC Grp # 1 2nd Flr	202	DC Grp # 2 2nd Flr
203	DC Grp # 3 2nd Flr	204	DC Grp # 4 2nd Flr
205	DC Grp # 5 2nd Flr	206	DC Grp # 6 2nd Flr
207	DC Grp # 7 2nd Flr	208	DC Grp # 8 2nd Flr
209	DC Grp # 9 2nd Flr	210	DC Grp #10 2nd Flr
211	DC Grp #11 2nd Flr	212	DC Grp #12 2nd Flr
213	DC Grp #12 2nd Flr		

301	DC Grp # 1 3rd Flr	302	DC Grp # 2 3rd Flr
303	DC Grp # 3 3rd Flr	304	DC Grp # 4 3rd Flr
305	DC Grp # 5 3rd Flr	306	DC Grp # 6 3rd Flr
307	DC Grp # 7 3rd Flr	308	DC Grp # 8 3rd Flr
309	DC Grp # 9 3rd Flr	310	DC Grp #10 3rd Flr
311	DC Grp #11 3rd Flr	312	DC Grp #12 3rd Flr
313	DC Grp #13 3rd Flr		

PLEASE REPORT ALL NAME CHANGES TO SYSTEM CONSULTANT.

2-17-83

Walk-holding-on-with-either-hand [Repeat #'s on both lines]

REPORT TO IEP MONITOR/QMRP on: Carolyn L. (Student) 058 During Month: ___ 19__ From: Physical Therapy 13 (Responsible Program)

Monitor/QMRP reported to: Robert S. 15 Training done by: Jean T. (Trainer) 052 Teacher/Therapist: Daniel A. Tramm, RPT (Person Reporting) (Signature)

Goal Number	Obj.#	Comp.	Mult.	IP Type	Task Code	Criteria	Opt.	Status	Samp.	#Sessions	# Days Absent: Clnt.	Ward	Class	Training Minutes	Number of Trials	Assistance/Guidance Required: Resds.	MPasv.	MAstv.	Prmp1	Prmp2	Cue	Indpt.	# Correct, Incorrect, or Ft. Moved
15 16	17	18	19	20 21	22 23 24	25 26 27 28	29	30	31	32 33	34 35	36 37	38 39	40 41 42 43	44 45 46 47	48 49	50 51	52 53	54 55	56 57	58 59	60 61	62 63 64 65 66
distance	0 5	2	1	2	4 6	2 0 0	0																Repeat #'s
assistance	0 5	2	2	2	4 6	4	5																

SAMPLE

Completed data sheet for Trainer

A Given Student for a Given Trainer (Based on Consistent Student Performance)

28

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GUIDELINE # 5
REVISED 02-13-84

GUIDELINES FOR REPORTING STUDENT/STAFF PERFORMANCE FOR A GIVEN MONTH

BEFORE DOING THE FOLLOWING STEPS, BE SURE YOU ARE USING THE **SINGLE-SIDED** PHOTOCOPIES, NOT THE MASTERS, OF THE MONTHLY TALLY SHEETS!

USE **BLACK** INK TO RECORD THE FOLLOWING ON THE PHOTOCOPIED SHEETS

1. **MONTH & YEAR:** Record the two two-digit numbers for the month and year on which this data was gathered. Example: For data gathered in December, 1984 (reported on in early January, 1985), you would record 12 in columns # 4-5, and 84 in columns 6-7.

2. **SESSIONS:** List the total number of training sessions **actually done** on this objective during the month. A training session is a time period i which this given task is trained "X" number of times. There may be more than one session per day if some other activity intervenes between the two or more sessions. [If you are **sampling** student performance (only sample when necessary) instead of tracking full training session data (preferred), you must, nevertheless, report the actual number of training sessions held here, **not** the number sampled.]

3. **# DAYS ABSENT:** Specific causes for the student not receiving potential training on EACH given task have been recorded using a 2-digit code on the daily tracking sheets used by all programs. Record the total number of sessions missed due to a cause in the tens (i.e., with an 11 through 19) under "Clnt" (columns 34-35). Causes of student non-attendance at training due to a cause coded in the twenties (i.e., with a code of 20 through 29) should be entered under "Ward" (columns 36-37). The number of days on which the student missed training due to a problem in the thirties (i.e., with an absence code of 30 through 39) should be recorded under "Class" (columns 38-39). DO NOT TOTAL THE CODES themselves, merely list the number of days on which an absence code in the range listed was given by the trainer. If your department is normally closed on weekends and holidays, do **not** report those days under "# Days Absent", as they are not "potential" training days. **Do** report sessions missed due to trainer shortage. [If sampling be sure to report the actual number of sessions missed under the appropriate absent columns, **not** the sampled sessions missed.]

4. **TRAINING MINUTES:** Report only the student involvement time in minutes, total across all sessions for the month (9,999 minutes maximum). Do NOT include time preparing materials, transporting students, etc. We understand that there is a normal overhead of time required outside student involvement time (i.e., don't pad the time, it will mess up our looking at student-related correlations).

5. **NUMBER OF TRIALS:** If you leave these columns blank, the computer will assume that the number of trials is the same as the number of sessions. Therefore, if the objective is worded as "...per session" rather than "...per trial", leaving these columns blank will cause the computer to check for goal accomplishment based on sessions instead of trials. Otherwise, the number of trials is the number of times the training skill is **attempted (i.e., the number of "starts").**
Example: A student with behavioral problems on an ambulation program. During today's one session the student sat down on the trainer five times when not requested to do so, and sat down for one rest stop when instructed to do so by the trainer. The number of trials for that session was correctly recorded as 7 (i.e., counting the one initial "start", five re-"starts" for behavior and one re-"start" after the rest stop). As this procedure was covered under the CSH ambulation guidelines, "5 sitdowns was noted under the "Comments" column of the tracking sheet, but this column not used when it comes time to fill out the tally sheet. The total trials recorded on the tracking sheet for the month would be the number written under the "Trials column of the monthly tallly sheet. [**If sampling** student performance instead of recording at every session, record only the total **sampled** "number of trials" (columns 46-48).]

6. **ASSISTANCE/GUIDANCE REQUIRED:** If requested by the student's IP, record the number of times the student required the different levels of assistance across ALL trials/sessions combined for the month. Be sure to use the recording format specified in the IP; occasionally the author of the IP will think it necessary to specify a special recoding of the titles of the seven two-column blocks in this section.

7. **# CORRECT, INCORRECT, OR FEET MOVED:** If requested by the student's IP, record the number of correct or incorrect student performances here (TOTAL for the month), OR, the TOTAL distance moved for the month, [converting units to number of feet, if necessary]. [If you are reporting a non-training (staff) goal, record the ordinal scale number for the progress made to date, in pencil, here.]

DOUBLE CHECK TO MAKE SURE THAT ALL NUMBERS WERE WRITTEN RIGHT-JUSTIFIED, AND ONLY ONE NUMBER OR DECIMAL IS RECORDED PER INDIVIDUAL RECTANGLE!

WHEN ALL OF THE ABOVE STEPS HAVE BEEN COMPLETED ON EACH STUDENT'S FORMS, TURN IN THE FORMS TO THE DESIGNATED PERSON FOR TRANSPORTING TO THE KEYPUNCH OPERATORS.

If you have any questions, or are doing the forms for the first time, please feel free to have your work reviewed by the system consultant on staff.

By: David A. Brown

PROGRESS NOTES ON: _____

TRAINER(S): _____ DURING: MONTH _____, Year 19 83

TASK: _____ DESCRIPTION: _____ AREA _____ SUB _____ TASK _____ GOAL # _____

DAY	ASSISTANCE LEVEL REQUIRED							# CORRECT OR DISTANCE (FT)	NO. TRIALS	NOT DONE CODE #	TRAINING MINUTES	COMMENTS
	RESIST	PASSIVE	THEY HELP DO	PROMPT TOUCH DIRECT	PROMPT VERBAL INDIRECT	CUE	INDPT.					
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
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25												
26												
27												
28												
29												
30												
31												

PROGRESS NOTES ON: _____

TRAINER(S): _____ DURING: MONTH _____, Year 19 83

TASK: DESCRIPTION: AREA SUB-TASK GOAL #

	MAY ASSISTANCE LEVEL REQUIRED							# CORRECT OR DISTANCE (FT)	NO. TRIALS	NOT DONE CODE #	TRAINING MINUTES	COMMENTS
	RESIST	PASSIVE	THEY HELP DO	PROMPT TOUCH DIRECT	PROMPT VERBAL INDIRECT	CUE	INDPT.					
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
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25												
26												
27												
28												
29												
30												
31												

CSH PHYSICAL THERAPY DEPARTMENT

PROGRESS NOTES ON: _____ Student Goal # ('s) _____

BY: _____ DURING: Month _____, Year 19___.
Trainer

MK	Amount of Assistance / Guidance: Active Resistive	Passive	Helps Do	Direct/ Touch Prompt	Non-Direct/ Verbal	Cue Start Only	Does By Self	# Correct (or Distance in Feet)	# of Trials	Not Done Code #	W.P. & F	Minutes to Train	Comments	Initials
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														
19														
20														
21														
22														
23														
24														
25														
26														
27														
28														
29														
30														
31														
Total													If sessions done = ___	X

34

CIRCLE ALL APPROPRIATE:

MGI44 - Infant Gross Motor (hold head, roll, crawl)

MGP45 - Pre-ambulatory Skills (sit, creep, knee-walk)

MGA46 - Ambulation Skills (stand, walk stairs, etc.)

MGA47 - Adapted Ambulation (walkers and crutches)

MGWC48 - Wheelchair Skills (transfers, move)

MGVI49 - Visually-impaired walking (guide, trail, cane)

SGM65 - Modality (ROM, whirlpool, massage)

ROM TASK CODES (Ⓡ, Ⓛ, OR BOTH)

___101 Neck
___102 Shoulder
___103 Elbow
___104 Forearms
___105 Wrist flex.
___106 Wrist ext.
___107 Hand
___108 Hips; rot. abd. ext.
___109 Knee
___110 Hamstring
___111 Ankle
___112 Heelcord
___113 Gastrocnemius
___114 Tensor Fascia
___200 Whirlpool
___300 Massage

NOT DONE CODES:

Not Required:
00 Not a potential training day (holiday, weekend)

Client Causes:
11 Sick 12 Not in building 13 Behavior 14 Seizure
15 Menses

Ward Causes:
21 Ward staff shortage 22 Enema, other in-house Rx
23 Not ready

Trainer Causes:
31 PT staff shortage 32 Inservice 33 Transporting other students 34 Room, equipment repair 35 Took client to another activity 39 Other (explain)

PROGRESS NOTES ON: _____ DIRECT CARE: FLOOR: _____ SHIFT: _____

GROUP: _____ ON IP # _____ DURING: MONTH _____, YEAR 19 _____

TASK DESCRIPTION: _____

DAY	ASSISTANCE LEVEL REQUIRED						# CORRECT OR DISTANCE(FT)	NUMBER OF TRIALS	NOT DONE CODE #	MINUTES TO TRAIN	COMMENTS	INITIALS
	RESIST	HAND OVER HAND	THEY HELP DO	PROMPT VERBAL TACTILE	GESTURE	DO BY SELF						
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
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29												
30												
31												

BEST COPY AVAILABLE

INITIALS SIGNATURES

_____ _____

_____ _____

_____ _____

NOT DONE CODE:
11 Sick-Resident
12 Home Visit
13 Doctor Appt.
14 Trip out
21 Staff Shortage

GUIDELINE # 6
REVISED 01-31-84

COMPUTERIZED MONTHLY PROGRESS REPORTS:

Column by Column Interpretive Guidelines

1. "GOAL #": As recorded on the student IEP/IPP.

2. "OBJ #": Indicates which implementation plan (IP) under that goal # is being referenced.

3. "PART": This column indicates which component part of the IP is reported on this line.

4. "TRAINING SITE": Self-explanatory.

5. "TRAINER": This is the staff person responsible for doing the specific goal.

6. "# SESSIONS TRAINED": A session is a discrete training period, separated from the next session by other types of activities.

7. "% STUDENT ILL": Percentage of available training sessions missed due to student illness.

8. "% WARD CAUSES": Percentage of potential available training sessions missed due to direct care staff.

9. "% TRAINER CAUSES": Percentage of available training sessions, not done due to classroom/therapy cancellations.

10. **"IP STATUS":** Based on the information supplied to it, the computer prints one of the following messages:

10.01) **GOOD IMPLEMENT. PLAN:** Goal is being trained, but objective has not been met.

10.02) **OBJECTIVE MET:** This month, this component part of the IP has met or exceeded the criteria given in the short range objective (SRO).

10.03) **OBJECTIVE DELETED:** The QMRP should write a short note explaining why (e.g., health, mini-team approved deletion, safety, etc.).

10.04) **IEP-IP TO BE REVISED:** The QMRP should note whether the trainer intends to replace the objective under the goal, or if the original is to be changed (in which case the QMRP needs to schedule a mini-team staffing review).

10.05) **NO CRITERIA GIVEN:** The trainer has failed to list a criteria on the monthly report form, OR, if this goal does not have a criteria (i.e., student progress will not be measured), the trainer has failed to report the computation option as a "4" (= maintenance goal). The QMRP should have the tracker correct this error in future reports.

10.06) **< 40% SESSIONS DONE:** Fewer than 40% of the potential training sessions were actually done. The QMRP should record the reasons for this and also record any remedial action taken.

10.07) **->NO SESSIONS DONE<-:** This objective was not trained this month, OR, the trainer failed to report the number of session done. The QMRP should record the reasons for this, and also record any remedial action taken.

10.08) **NO ASSIST NUMBERS:** The trainer has indicated that "Level of Assistance" be given (computation option 5), but has failed t supply data of that type to the computer. The QMRP should have the trainer correct this reporting error in the future.

10.09) **MAINTENANCE OBJECTV.:** The trainer has indicated that this objective should >not< be checked for student performance and progress.

10.10) **NO CORRECT-FT #'S:** The trainer has indicated that "# Correct, Incorrect or Ft Moved" should be given (computation options 0, 1, 2 or 3), but has failed to supply data of that type to the computer. The QMRP should have the trainer correct this reporting error in the future.

10.11) **NO MINUTES GIVEN:** The trainer has indicated that "Training Minutes" should be given (computation options 1, 3, 6 or 7), but has failed to supply data of that type to the computer. The QMRP should have the trainer correct this reporting error in the future.

11. **"Met#":** Indicates the number of >consecutive< months, including the current month, during which the objective has been met or exceeded.

12. **"MONTH" "YEAR":** The training month during which data was collected.

13. **"(PERFORMANCE VS CRITERIA)* 100 =":** This is an indicator of how close the student's performance, on this part of the objective, is to the criteria. The number is negative if the student has not met the criteria, zero if the student is performing exactly at the criteria, and positive when the student's performance exceeds the criteria. The number 9999 is printed where this score would be meaningless (maintenance goals, bad data, etc.).

14. **"NPROG#":** Indicates the number of consecutive months, including the current month, during which this part of the objective has shown >no< progress.

15. **"CHANGE":** The five messages printed by the computer or the QMRP under this column are as follows:

    a) ****NA**** = A progress comparison is either not needed (maintenance goal), or impossible to do (bad data).

    b) **NOPRIOR** = A progress comparison cannot be made due to a lack of student performance data from the previous month. This will occur as a result of switching to a new IEP/IPP, or a newly-added training objective, or a new trainer number, or as a result of non-reporting, or bad reporting, during the preceeding month.

    c) **SAME** = There was no change in student/staff performance on this part of the objective, compared to last month's performance.

    d) **BETTER** = Improve student/staff performance.

    e) **WORSE** = Poorer student/staff performance.

By: Donita Kindt
Diane Ziolkowski
David Brown

GUIDELINE # 7
REVISED 01-31-84

MONTHLY DUTIES FOR QMRP'S AND THEIR ASSISTANTS

After receiving the printouts each month, repeat all of the following steps for each student report. **Refer to the "Computerized Monthly Progress Reports: Interpretive Guidelines"** during this process. Record the Goal # along with your findings and any remedial actions taken/planned directly on the printout form.

1. **Each program** listed on the student's IEP/IPP as **having responsibility** for a given goal **must report** on at least one objective under that goal. QMRP's should contact any programs who have failed to report.

2. QMRP's should **respond to all messages** under the "IP STATUS" column **except** "Good Implement. Plan", "Objective Met", and "Maintenance Objectv.". The required QMRP actions for all other messages are listed in the "Interpretive Guidelines" by each of those messages.

3. If there are any significant **discrepancies in student performance** on a given objective between two or more trainers, the QMRP should suggest that the involved trainers meet informally to discuss if the objective is being tracked and trained in the same manner.

4. If a given line on the printout represents a **new** IP which started this month, mark "No Prior" under the "CHANGE" column.

5. For all lines on the printout **without** the "**NA**" or "No Prior" message, do the following:

   a) **compare** the "(Performance vs Criteria)* 100 =" column on the **current** printout **with** the same column on the **previous** printout.

   b) if a **"9999"** is recorded **on the previous printout**, mark "No Prior" under the change column of the current printout.

   c) larger negative numbers or smaller positive numbers are worse; larger positive numbers or smaller negative numbers are better. a change from a positive number to a negative number is worse; a change from a negative number to a positive number is better.

   d) **record** "Better", "Same", or "Worse" **under the "CHANGE" column** based on this comparison.

   e) if the "Same" or "Worse" message was recorded, under the "NPROG#" column enter the number of **consecutive** months, including the current month, this IP component showed **no progress.**

6. If the number under the **"NPROG#" column is a 4 or higher**, notify the trainer. The trainer may want to consider revising or replacing the implementation plan (IP) if this is a training goal. If this is a staff goal, the responsible party may wish to follow up on purchase orders, work orders, letters, etc., to determine the cause of non-progress. The QMRP should record remedial actions taken or planned by the trainer/responsible staff.

7. If the message **OBJECTIVE MET** appears under the "IP STATUS" column, under the "Met#" column record the number of consecutive months, including the current month, the objective has been met or exceeded.

8. **If the number under the "Met#" column is 3 or higher on all component parts** of this objective, the trainer has three options:

   a) Change the computation "option" on the report sheets to a "4", report a "1" under "Status" on the report sheet, and continue to record the number of sessions done and time, but no longer track and report student performance, OR,

   b) Delete training and reporting on this objective, **as long as at least one objective remains** under this goal, OR,

   c) If this is the last or only objective under the goal and no replacement objective is planned, report a "2" under "Status" on the report sheets and schedule a mini-team review for the purpose of approving deletion of the entire goal.

9. After the iew is completed, the **QMRP** (not their assistant) must sign the printout at the bottom and date it.

10. Maintain all QMRP records on the student until the student no longer resides at this facility.

    a. **Deceased Students:** Trainers will not report student performance to the computer during the month in which the student died. QMRP's should turn in all records on the deceased student as soon as the last full month review is completed (if not already done).

    b. **Students Transferred Out** to another facility: Trainers will submit reports to the computer for the partial month trained. The QMRP will turn in all QMRP records on a transferred student when the QMRP has completed the review on the last month tracked.

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